

Module 2: Social & Emotional Development

Materials Needed

- Copies of the VELS
- Handouts
- VCR and videotapes (optional)
- Flip chart, tape, and markers

Goals and Objectives

As a result of this module, participants will:

*Related Northern Lights
Core Knowledge Areas*

Understand the learning goals and definitions related to children's social and emotional development	Child Development; Teaching and Learning
Understand how children's social and emotional development changes over time	Child Development
Identify protective factor that promote resiliency	Child Development
Become familiar with the role of adults in supporting children's social and emotional development, and the protective factors that promote resiliency	Teaching and Learning; Family and Community
Become familiar with how the environment supports children's social and emotional development	Teaching and Learning
Learn how to partner with parents and guardians to support children's social and emotional development	Family and Community; Professionalism and Program Organization
Understand how children's social and emotional development is connected to all of the domains of the VELS	Teaching and Learning; Child Development
Become familiar with professional resources including specialists and consultants, and current research, that address children's social and emotional development	Teaching and Learning; Family and Community; Professionalism and Program Organization
Increase their skills in observing and interpreting children's social and emotional development	Teaching and Learning



Note Page references to the Social & Emotional Development domain in the Vermont Early Learning Standards in this module are noted as: "VELS" followed by the page number. For example, VELS Pg 20. Relevant pages for this module are 7-9, 25, and 31.

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Introductions and Opening Activity

- Make sure participants know each other and the instructor(s), including pertinent information about their work and work settings.
- Choose an opening activity from among the following group and individual activities:
- *Handout 1: Modeling an Open Circle* and *Handout 2: Opening Circle Songs* (Group activity)
- *Handout 3: Elephants and Giraffes* (Group activity)
- List some behaviors and issues related to social and emotional development that children in your programs experience. What behaviors and issues are on your mind? Ask participants to make a list of their own, and then share with a partner. Then make a big list of behaviors, issues and concerns from the entire group. (Individual and group activity)

Review the Standard and Domain

1. Have everyone read the introduction to the social & emotional development domain. See VELS, Pg. 7.
2. In pairs, have people pick one example from the list on VELS, Pg. 8. Have them recall an experience they had with a child this week that illustrates that example. Talk with a partner about the details of the incident—who, what, where, when and why. Ask, “How does this experience and example connect back to the learning goal?” What do they find valuable about that learning goal in children’s growth and development?
 - Make sure there are many different examples being discussed. Share with the large group. Focus this discussion on how these examples lead to healthy social and emotional development, and also build a foundation for learning in all domains.

Background on Social & Emotional Development

Instructors should use the following key points in framing a mini-lecture on the topic of social & emotional development.

1. Differentiate between social development and emotional development.
 - Social development refers to the child interacting with others and the development of relationships.
 - Emotional development refers to the child’s sense of self and personhood.

Acknowledge that these are different areas that are often combined because of how much one affects the other.

2. Emphasize the importance of social & emotional development to children’s readiness for school.

National reports and research have shown the importance of social & emotional development in children’s readiness for and success in school (Bowman, B., Donovan, M. and Burns, M. editors. 2001. *Eager to learn: Educating our preschoolers*.

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Washington, D.C.: National Academies Press; Shonkoff, J. and D. Phillips, 2000. *From Neurons to Neighborhoods : The Science of Early Childhood Development*. Washington, D.C: National Academies Press; Zero to Three National Center for Clinical Infant Programs. 1992. *Heart Start: The emotional foundations of school readiness*. Arlington, VA.)

There are a number of social emotional skills these reports identified that children should learn or develop during the preschool years:

- A sense of confidence
- The capacity to develop relationships with peers
- The capacity to concentrate on, and persist in challenging tasks
- The ability to communicate emotions
- The ability to listen to instructions and pay attention

These skills can be thought of as the social & emotional foundations of learning

3. Describe how the pro-social skills, like those listed above, can be taught to children through a variety of methods:

- **Modeling:** Setting an example through your own behavior
- **Cueing:** Reminding or prompting children when to use pro-social skills
- **Coaching:** Direct instructions to children on how to use a skill
- **Positive reinforcement:** Recognizing children's attempts and successes at using pro-social skills
- **Making non-judgmental responses:** Avoiding labels of "good" or "bad" when referring to ideas, behavior or people
- **Role playing:** Creating a safe environment to learn and practice pro-social skills. This might include observing adults role playing, or using puppets or other dramatic play props
- **Direct feedback:** Asking the child what s/he thinks went well, and what could have been done differently. Offer your own ideas about what went well and what could have been different.

An example of a social skills curriculum is *Second Step: A Violence Prevention Curriculum*. Seattle: Committee for Children. www.cfchildren.org

4. Introduce the topic of resiliency, risk and protective factors.

Resiliency refers to the ability to bounce back from adversity, identify the problem, work to address it and move on from it. Emily Werner conducted a landmark study on children's resilience over a span of 30 years in Hawaii. (Werner E.E. and R.S. Smith. 1992. *Vulnerable but invincible: a longitudinal study of resilient children and youth*. New York: Mc Graw Hill.) She found that children with the following attributes were able to overcome hardship and lead successful lives:

- They were active and sociable infants
- They had at least one positive adult role model in their life

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- They were competent in at least one skill that was admired in their peer group

Risk factors are situations that have a high probability of negatively affecting the way an individual leads his/her life. Examples of risk factors in children are poverty, health or developmental problems, familial conflict or substance abuse; insecure attachments to adults. Risk factors may be within the child, the family, the community, or societal.

Protective factors can override the negative effects of risk factors. Examples of protective factors are good health, easygoing temperament, secure attachments with adults, high level of parental attention and supervision, economic security, access to housing, medical care and nutrition.

High quality early childhood experiences, including early care and education can be protective factors for children at risk. Resiliency can be strengthened through the positive actions of parents, teachers and the community.

An example of a resiliency-based system of curriculum and assessment is the Devereux Early Childhood Assessment Program (DECA), published by the Devereux Foundation.

5. Introduce the concept of emotionally responsive early childhood programs and schools.

Emotionally responsive preschool environments help children gain the social and emotional development and skills needed to be active and successful learners. When children lack the opportunity to develop in a safe and emotionally responsive environment, they may become distracted and difficult to manage in a group.

Educators who develop a rhythm of inviting and containing strike a balance between creating an open atmosphere that welcomes expression and one that provides clear limits and boundaries to contain behavior. When the balance is off, there may be so much *expression* that chaos, lack of organization and no clear authority are evident. Alternately when *boundaries* and limits are rigid, children may become explosive, angry, isolated or withdrawn. Competent teachers have many ways to invite and contain children and integrate them within the routines and schedule of the day.

Educators who see themselves as “partners in development” help each child grow toward personhood in a relationship and environment of trust, security, safety and respect for the child’s individual strengths and needs.

Emotionally responsive classrooms are the topic of study reported in Koplow, L. 2002. *Creating schools that heal: Real-life solutions*. New York: Teachers College Press.

What Does Social & Emotional Development Look Like?

What does social & emotional development look like and how might teachers observe it in young children?

Good early childhood education begins with observation. Through observation we understand children’s unique strengths, needs and approach to learning, and this helps us individualize the program to meet all children’s needs.

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Observing children's social and emotional development is both easier and harder than you think. Almost every interaction with and between children has an element of social and emotional development. That's the easy part. As teachers, we are very aware of the behaviors on the surface; behaviors are sometimes endearing and sometimes disruptive. The hard part comes when we try to uncover what is beneath the behaviors, and then how to intervene. Additionally challenging is the fact that as teachers we are all human beings and are drawn to some children more than others. Sometimes we have to work harder to form relationships with the children who need our help the most. This is where systematic observation comes in.

Systematic observation is observing with a purpose. Instead of globally scanning your group to find the children who are engaged, or the area that is brimming with activity, or the area that is getting out of control—and then simply managing the activity, systematic observation calls for a more focused view. It requires you to begin with some observation questions you want to answer. It requires you to think carefully about the children and what or whom you want to know more about. Linking these questions to the learning goals for social and emotional development in the Vermont Early Learning Standards is a good place to start.

- Have participants do *Handout 4: Observation Activity*.
- The instructor can then ask the group to focus on the child it took the longest to remember. Using what has been covered, and the learning goals of social & emotional in the VELS, develop 3-5 questions you would want to answer by doing observations of this child. Where might you observe to answer these questions? What kinds of activity would you want to set up to get answers to your questions? What times of the day would be best to observe to answer these questions?

Reflecting on Social & Emotional Development

This is a time for individuals to reflect upon what has already been explored in the area of social and emotional development as it relates to their own practice. Choose among the following independent writing options:

- How do I as a teacher provide opportunities for children to develop imitative? Self-control? Attachment?
- What do I bring from my own life experiences that influence the way I understand children's social and emotional development?
- Think about the child you didn't remember. What are some ways I might use observation of that child's social and emotional development to strengthen my relationship with him/her?
- Think about the relationships you have with other adults in your program including parents and guardians, specialists, co-workers, supervisors. Look through the children's eyes—How would you describe the messages that your interactions with other adults communicate about these relationships? What are we modeling for children about social and emotional development through the interactions adults have with each other in our program?

The instructor may choose to have a discussion about any of these writing activities.

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The Adult's Role in Supporting this Domain

Adults are models for children when it comes to social and emotional health and well-being. The instructor should ask open-ended questions that get participants thinking about this. For example: What are the ways that I fulfill my own social and emotional needs that enable me to be a positive role model for children?

Look at the list on VELS Pg. 9 and reflect on how adults can support children's social and emotional development using one of the activities below:

- Ask each participant to pick one that comes naturally and one that is a struggle for them to do consistently with children. What resources do you have as a teacher to help you overcome your difficulties? Where can you find support?
- Complete the activity described in *Handout 5: Respectful Communication*.

Reflecting on the Role of the Environment

To understand how environments affect children's social and emotional development, it is helpful to think about how a variety of environments we encounter affect our social and emotional well being.

Choose one of the following two options:

- The instructor sets out a number of photographs of different kinds of environments. Use pictures in magazines, calendars, real photographs, travel brochures, posters, etc that evoke many different kinds of responses. Spread these out across the room so participants can walk around to look at them. As they walk, ask them to identify the messages they receive from each kind of environment.
- The instructor asks people to name a store they dislike shopping at. List all the things that make this store unpleasant, that make you want to get out of there as fast as possible. Next correct each feature of the store so that it would make you want to go there more often. Ask how does this help you understand how children feel about program environments?

Next have them imagine their classroom environment. Using *Handout 6: The Environment Worksheet*, have participants identify aspects of their classroom or home environment that send the messages that are central to the learning goals and definitions of the VELS.

Reflecting on the Role of the Adult and the Environment

Instructor remarks should focus on the adults and the environment as two very important factors in an early childhood program that can support children's social and emotional development; if unattended to they can hinder children's development. We always learn and improve by reflecting on our own behavior and assessing our skills.

- Introduce *Handout 7: The Reflective Checklist* from the Devereux Early Childhood Assessment Program. These checklists are self-assessments in the areas of Supportive Interactions; Partnerships with Families; the Daily Program; Activities and Experiences; and the Environment.

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Putting It All Together

Have participants create an individualized action plan using *Handout 8: Creating an Action Plan* based on the Reflective Checklist Self Assessment.

The instructor should have participants work with a partner. Partners alternate between being the speaker and supportive listener.

1. Choose the areas that they would like to strengthen or improve the most.
2. Write an action plan that includes the individual learning goals or examples they will focus on; the actions needed to implement, strengthen or improve their practice; resources, both people and things, that can help them; a date by which they will take action; and a means of evaluating whether their action was successful.
3. Emphasize that even if participants feel they are successful in creating a supportive social and emotional environment, they can choose something they would like to do even better.

Conclusion

Ask participants to generate a list of what they have learned over the course of this training. Make sure that the following ideas are included in the summary section:

- The role of the adult in supporting children's social and emotional learning includes not only what we do with children, but how we interact with each other.
- We can strengthen the protective factors that build resiliency in children and families.
- Teachers have the power to directly impact children's social and emotional development.
- Being knowledgeable about observing children and knowing what you are seeing is critical to supporting social and emotional well-being.
- The environment includes the emotional climate of the classroom or program.
- Social and emotional development is related to each of the domains of the VELs. It is the foundation of early learning.

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Handout 1: Modeling an Opening Circle

1. Each child is greeted at the door as they entered the program.
2. The group is gathered in the same meeting place everyday.
3. Each child is recognized individually to start the Opening Circle.
4. The teacher welcomes the group, expressing his/her own enjoyment in seeing everyone, as well as looking forward to being together.
5. An opening song is sung. This same song is repeated EACH DAY. Ideally, the song also has hand motions or sign language to invite physical participation. (The song that is chosen should match the children's developmental interests/skills as well as be inclusive of children who have special needs.)
6. The teacher invites the children to the next activity or period of the day.
7. Match the length of the Circle with the age of the children. Babies can be sung to individually soon after they arrive, or in mixed age groupings while being held during the Circle.
8. Toddlers (not ALL will join the circle, that is permitted) 5 minutes MAXIMUM. For the younger or more active toddler, sing the song individually to the child, soon after arrival. For preschoolers, the MAXIMUM time is 5-10 minutes.
9. The messages of the Opening Circle are:
 - I am glad you are here.
 - I look forward to our day together.
 - You are safe here.
 - You can count on me to understand your needs.
 - You are a valued member of this group.
 - We do fun things together.
 - I enjoy your company.

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Handout 2: Opening Circle Songs

Good Morning (Sarah Pirtle)

Good Morning to the sky, sky, sky.

Good Morning to the ground, ground, ground.

Good morning to all the people in the circle, let's take a look around.

The Magic Penny (Traditional)

Love is something, if you give it away,

give it away, give it away,

Love is something if you give it away,

You'll end up having more.

It's just like a magic penny, hold it tight,

and you won't have any.

Lend it, spend it, and you'll have so many,

They roll all over the floor.

Traditional Song

Make new friends, but keep the old,

Some are silver, and the others gold.

The More We Get Together (Traditional)

The more we get together, together, together,

The more we get together,

The happier we'll be.

For your friends are my friends,

And my friends are your friends.

The more we get together the happier we'll be.

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Handout 3: Elephants and Giraffes

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Necessary Format	Suggested Script
<p>Give instructions for Elephants and Giraffes. Demonstrate examples of:</p> <ul style="list-style-type: none">• modeling• cueing• coaching• performance feedback• positive reinforcement	<p>Everyone please move to this open area of the room and form a circle around me, facing inward, and standing about shoulder to shoulder. We are going to do an activity called Elephants and Giraffes. You may have done this before, but we are going to do it with a different twist. Elephants and Giraffes illustrates the different techniques used to teach social skills. Afterwards we will identify several of these techniques and discuss how they apply to successfully teaching social skills.</p> <p>Here's how it works. I'm in the middle, so I'm IT My goal is to get out of the middle of the circle and take one of your places. I'll wander around the circle, point to one of you and call out the name of an animal. The person I point to, together with the person to their right and the person to their left, will make that animal by the time I count to five. If one of the three fails to make his/her part of the animal in time, that person switches places with me and becomes IT. The two animals' names I will call out are elephant or giraffe.</p>
<p>Model the elephant.</p>	<p>First, let's look at the elephant. I'll need a volunteer, someone who will be comfortable modeling for the group to help us see the elephant in action . . . Thanks for helping . . . When I point to you and say, "Elephant, "you bend forward from the waist, not too far because we don't want any back injuries, extend your arms down and outward about one foot from your lower torso, and clasp your hands to make a trunk that looks like this. You try; good. The people on each side of you make big ears, like making the letter "C," with their arms, putting one hand at your shoulder and</p>

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Necessary Format	Suggested Script
	<p>the other hand at your hip, like this. Try that; all right! The three of you have until my count of five to make the elephant. Let's try it once with all the pieces together. I promise to count slowly. Elephant, 1,2,3,4,5! Good job. Thanks!</p>
<p>Model the giraffe</p>	<p>Now let's try the giraffe. I'll need another volunteer. Who will be comfortable modeling for the group to help us see the giraffe? Thanks. We'll do the same thing as before, but with different animal parts. I'm going to point to you and say "Giraffe." When I do, you make a long, tall giraffe neck by raising both arms above your head and clasping your hands like this. Try that; good. The people on each side of you make two spots each along the side of your torso by making "O"s with their index fingers and thumbs, like this. No tickling allowed. Try that; good. The three of you have until my count of five to make the giraffe. Let's try it once with all the pieces together. I'll count slowly. Giraffe, 1,2,3,4,5! Great! Thanks.</p>
<p>Coach participants.</p> <ul style="list-style-type: none"> • Clarify the difference between elephant ears and giraffe spots. • Make sure to clearly select the middle person for each animal. • Remind participants to count to five. 	<p>I'll give you a few pointers before we begin. First, there is a clear difference between big elephant ears and small giraffe spots. The elephant ears are like a big "C," and the spots are little "O"s. Second, when you are IT, make sure to stand about three or four feet in front of the person you point at and say "elephant" or "giraffe." They need to be sure who is being pointed at in order to know who will be the trunk or neck and the ears or spots. Third, remember to count to five. As you get better I will increase the level of difficulty by counting faster and adding a third animal.</p>

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Necessary Format	Suggested Script
Ask for questions.	Take a minute to think about my instructions. Are there any questions about how this works?
Lead the activity.	We are ready to begin.
Add the Kangaroo to increase difficulty.	It didn't take long for you to get good at making the elephant and giraffe. Now let's add the kangaroo. The basic concept for making the kangaroo is the same as for the other animals. The middle person makes the pouch by folding his/her hands together and extending both arms out in front of his/her torso, like this. The people on each side make little kangaroo ears by holding up the slightly bent index and middle fingers of one hand next to the ears of the middle person, like this. The person on the right holds up his/her left hand, and the person on the left holds up his/her right hand. In order to complete the kangaroo, all three must do their part while lightly bouncing up and down on the balls of their feet. Of course this must be done before the count of five.
Resume the activity	Let's resume the activity. Remember, we have three animals now, the elephant, the giraffe, and the kangaroo.
<p>Debrief while still in circle.</p> <p>Ask: What are some specific examples of the social skills teaching techniques demonstrated and used during this activity?</p> <ul style="list-style-type: none"> • modeling • cueing • coaching • performance feedback • breaking the instructions down, then putting it all together • started slow and easy, then increased 	<p>Everyone give yourselves a round of applause. You did a great job. Before we return to our seats, let's take a look at what we just did. What are some specific examples of the social skills teaching techniques demonstrated and used during this activity? (Modeled how to make the animals for the group; cued and coached people to count to five after they said "elephant," "giraffe," or "kangaroo," if they forgot; counted with/for them; coached the group to clarify the difference between elephant ears and giraffe spots; coached people on where to stand to most clearly identify the person to be the middle of the</p>

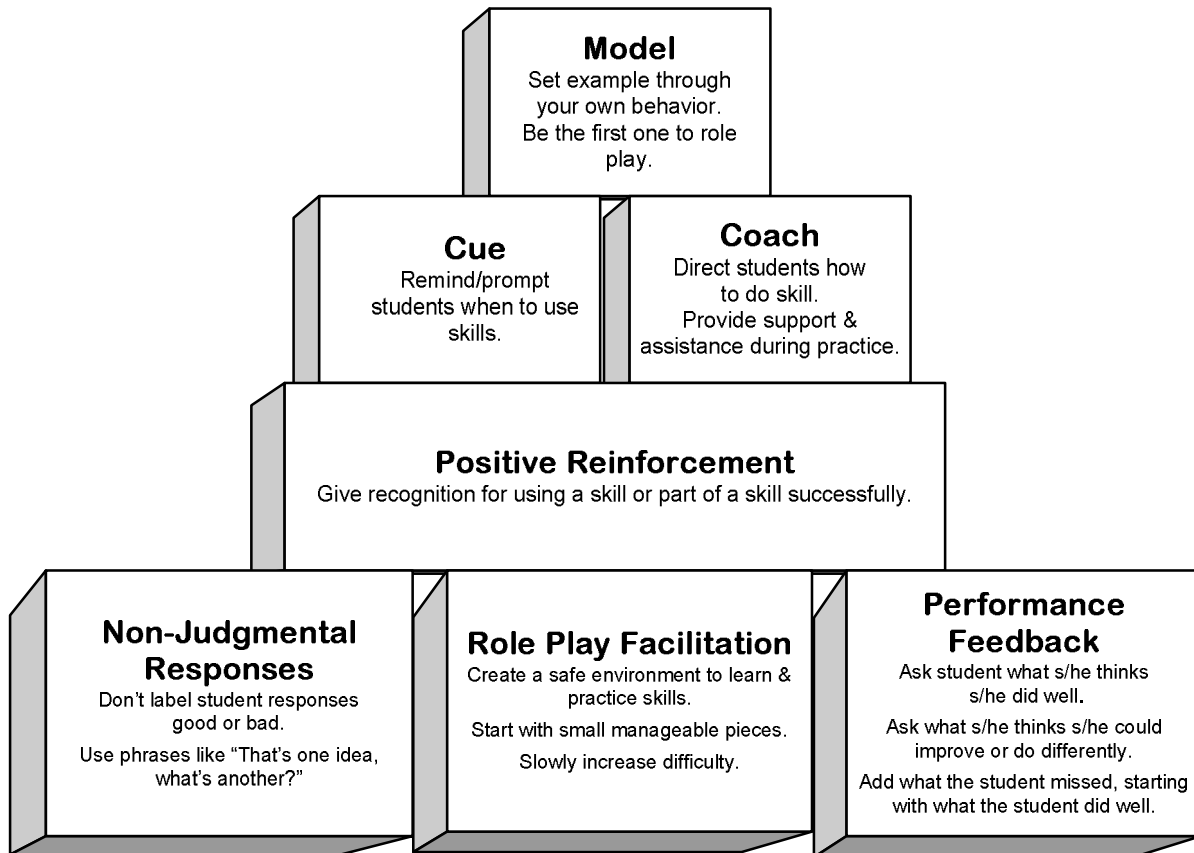
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Necessary Format	Suggested Script
the difficulty as people were ready	elephant or the giraffe; gave performance feedback to the volunteers after they demonstrated how to make the animals; provided performance feedback as people made their elephants, giraffes, and kangaroos: sometimes we would shout, "You just made it" or "Great job!"; modeled the use of think time at the end of the directions to make sure all participants had time to process the information and ask any questions before the activity began; gave the directions in small, easy-to-understand pieces; and slowly increased the difficulty as people were ready.)
Have participants return to their seats.	Let's return to our seats.
Review cueing, coaching, performance feedback, and positive reinforcement, and remind group that the remaining techniques will be covered later in the day.	Let's take a look at the "Social Skills Teaching Techniques" on the next page. You already use many of these techniques with your students during reading, math, PE, on the playground, or in the lunchroom. As we explore the four skill areas of Second Step, you will see how these techniques are applied in teaching the curriculum. You will also practice using them in role-play practice, and identify opportunities when staff can use these social skills teaching techniques to reinforce the use of Second Step skills. This handout will be useful to you during this afternoon's activities.

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Social Skills Teaching Techniques

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Handout 4: Observation Activity

Materials

Paper and pencil

Copies of the VELS

Room Arrangement

Comfortable seating, preferably with a good writing surface.

Time

15-30 minutes

Goals

- To have participants experience observing children based on memory alone.
- To make a case for systematic observation.
- To introduce the idea of observation questions.

Instructor

Introduces the activity by explaining they will reflect on the children in their groups.

1. Make a list of all the children in your group. Give participants time to do this. Notice how long it takes and if people seem to get stuck as they try to complete the list.
2. Once they finish their lists, have participants write one or two facts they know about each child's social and emotional development, and how they know this is true. Make sure they provide the example that led them to draw a conclusion.
3. Comment on the process completed in Step 2. Ask if anyone had trouble listing everyone in the group. Did they get to the end and struggle to come up with the last two or three children? What is different about the children who come to mind first, and the children who come to mind last?



Instructor can suggest that children who are first on the list stand out because of their behavior, appearance, or a personal connection teachers have with that child. Children who are forgotten or remembered last might be less well known to you. If you are relying on global scanning or your memory to document observations of children, you are missing a lot of information about these children. Similarly, your relationships with these children are probably not as strong.

4. Focus on the child or children you didn't think of right away. Using the VELS, write 3-5 observation questions that will help you focus your observing and get to know these children better.
5. Make an observation action plan. Include the child's name, the observation question, the VELS learning goal or example it relates to, the time of day or area that you are likely to find answers to your questions, and commit to a day or week you will implement this action plan.

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Handout 5: Respectful Communication

Materials

Copies of the Communication Scenario

Room Arrangement

Participants sit in a circle in chairs leaving open space in the center of the circle for acting out the scenario.

Time

20 minutes, approximately.

Goals

- To help participants understand what respectful communication sounds and looks like.
- To help participants think about how adults communicate with other adults and with children, and its impact on a child's emotional state developing social/communication skills.

Instructor

- Create small groups of 4 or 5. Use the following scenario or ask the groups to create their own scenarios of adults behaving badly with each other in front of children.



Note If participants create their own scenario, suggest situations like complaining about the director; bad-mouthing parents or staff; rolling your eyes and other negative body language in response to a co-worker's statement; or becoming angry with parents who are late to pick up their children.

- Have at least two people take on a role and act out the scenario. Have one or two observers pretend they are children. What messages did the observers get about social and emotional development by witnessing this scene?
- The instructor reads aloud the communication scenario and asks participants to listen to the ways the early educators are NOT using respectful communication. Further, the instructor asks participants to think about how they could change the scenario in order to better reflect respectful, supportive, and positive communication.
- The instructor should comment on the fact that we are always sending messages of one kind or another to children from our own behavior, especially when it comes to social and emotional issues.
- Next, the instructor should guide a discussion about how the scenario could be changed to better reflect respectful communication.
- If time allows, have the groups do the role-play again, this time changing the scenario so that the people involved are intentional about how they interact with one another, using respectful communication to support the kind of social and emotional development we want to promote with children. Participants can

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offer suggestions during the role play so that it becomes a group project with all helping to change the scenario. The instructor sums up the key guidelines for respectful communication and helps the participants see the connection to a child's social and emotional development.

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Communication Scenario

Setting Early childhood setting during snack or lunch time (family childcare or center).

Players

Teachers 1 and 2 Talking to each other
Teacher 3 Talking to four different children
Teacher 4 Talking to a parent.

Scenario

Teacher 1 (Standing at the counter, preparing food, talking to Teacher 2)
“You know, it drives me crazy that I am having to always wash Teacher 3 coffee cup,” (frustrated tone while making a racket washing dishes and preparing food).

Teacher 2 “Yeah, I know what you mean, how about when she blames us for messes she makes, (disgruntled tone)?”

Teacher 1 “You know, I don’t know how much longer I can take her stuck up attitude (voice rising).”

(Parent arrives at the door to interrupt this conversation between Teacher 1 and 2. Parent stands looking at the meal time scene, before being greeted by Teacher 4.)

Teacher 3: (to a 10 month old in a high chair) “Sally, how many times have I told you not to drop your spoon? I am tired of picking it up for you, (Teacher 3 sighs)”

Teacher 3 Says the following to a toddler, standing over him while he sits at the table, pushing his/her food away: “Billy, I don’t want to go through this again, you know you have to eat to be a big and strong boy. I won’t let you waste any more food today.” (Toddler starts to whine and cry.) “Look at Yashim. He is eating everything on HIS plate.”

Teacher 3 Says to a preschooler: “Dahlia, how many times do I have to tell you, use an inside voice. If I have to tell you again, maybe you need to go to Time Out to be reminded, only inside voices inside!” (Joni says something with a softer voice.) “Good girl.”

Teacher 3 Says to another preschooler: “Bobby, be my little helper and throw all the cups away for me, and don’t forget to use your walking feet.” (Bobby complies.) “Good job.”

Teacher 4 Approaches the parent who has been standing by the door looking uncomfortable for almost 10 minutes.)

“Oh, I just noticed you were here. We get so busy....”

Parent (seeming shy and embarrassed): “I forgot to bring Kamili’s lunch, here it is (hands lunch box to Teacher 4)

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Teacher 4

“Oh yeah, you also forgot last week. Oh, and by the way, Kamili has been doing a lot of hitting lately. Could you talk to her about that, we are feeling at loose ends with her sometimes. Just yesterday, she had to stay in Time Out for the entire recess period, because of her constant hitting.”

Parent mumbles something and dashes quickly out of the door.

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Handout 6: Environmental Worksheet

Message

*Aspects of my home/classroom environment
that supports this message*

Sometimes I just want to be alone.	
I know I'm important in this place.	
The people in this place like my home and family, too.	
I love my mommy/daddy so much I want to be like her/him.	
I am proud of my abilities and accomplishments.	
I care about this place and want to take care of it.	
I want to be friends with the children I know here.	
I'm figuring out how to get what I want without making my friends scared or angry.	
I want to be able to swing as high as he can.	
I think I can help other children get their snowsuits on.	

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Handout 7: Reflective Checklist (Self-assessment)

Reflective Checklist for Supportive Interactions

Teacher _____ Date _____

	Yes	Not Yet
1. Help children learn the skills and behaviors used to play and learn with others.		
2. Maintain realistic expectations for children's behavior that match individual and developmental characteristics.		
3. Involve children in setting a few important rules and guidelines.		
4. Give each child the opportunity to build a trusting relationship with a caring adult.		
5. Support children's growing independence and competence.		
6. Help children understand their feelings and those of others.		
7. Tailor positive guidance strategies to fit the child and the situation.		

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Reflective Checklist for Partnerships with Families

Teacher _____

Date _____

	Yes	Not Yet
1. Learn about each child's family, culture, and community.		
2. Use children's home languages at the program.		
3. Establish an ongoing system for exchanging information about each child with his or her family.		
4. Give families information about typical developmental skills and behaviors of children.		
5. Use a variety of communication strategies to keep families informed about the program.		
6. Incorporate family involvement in the program design.		
7. Reduce and/or avoid adding to a family's stress.		
8. Support each child's relationship and connection with all nurturing family members, as legally appropriate.		

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Reflective Checklist for the Daily Program

Teacher _____

Date _____

	Yes	Not Yet
1. Maintain a predictable and consistent schedule.		
2. Adjust the schedule when appropriate to respond to children and circumstances.		
3. Provide time to expend energy and time to relax.		
4. Offer indoor and outdoor choice times several times each day.		
5. Include enough time for routines and transitions.		
6. Plan a consistent approach for carrying out group routines.		
7. Follow an individualized approach for carrying out personal routines.		
8. Provide advance notice of transitions and explain what happens next.		
9. Use an individualized approach during transitions.		
10. Help children and families cope with separation at arrival and reunions at the end of the day.		

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Reflective Checklist for Activities and Experiences

Teacher _____

Date _____

	Yes	Not Yet
1. Divide the class in half for meetings, story time, and other group events.		
2. Plan and lead a few small group activities during choice time.		
3. Make small group activities open-ended to reflect a range of skills and interests.		
4. Read and discuss books about feelings with the group and with individuals.		
5. Encourage children to initiate their own activities, alone or with others.		
6. Teach children relaxation techniques.		
7. Offer activities and experiences that encourage cooperation.		
8. Offer physical activities that use large muscles and expend energy.		
9. Provide many opportunities for children to build language skills.		
10. Teach children problem solving skills and encourage them to use their skills to resolve conflicts.		

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Reflective Checklist for the Environment

Teacher _____ Date _____

	Yes	Not Yet
1. Set up well-stocked interest areas that reflect children's current skills and interests.		
2. Establish clear traffic paths and boundaries around interest areas.		
3. Display toys and materials on low, open shelves within children's reach.		
4. Create a simple system to limit the number of children who can use an area at one time.		
5. Provide a few be-by-myself spaces that are private, but still visible to teachers.		
6. Provide storage areas (a shelf or cupboard) to keep and protect unfinished projects.		
7. Provide space to store and display individual work and belongings.		
8. Include in the classroom arrangement a large area for meetings, read-aloud sessions, and music and movement activities.		
9. Maintain a soothing & relaxing atmosphere with appropriate noise and activity levels.		
10. Create a home-like atmosphere that reflects children's families, cultures, and home languages.		
11. Include a range of open-ended materials, from simple to complex, that offer different levels of challenge.		
12. Include items that support children's development of a sense of self.		
13. Provide materials that promote cooperation and group play.		
14. Offer materials that encourage children to explore & express their feelings.		
15. Provide materials that accommodate a range of dramatic play skills.		
16. Provide material, equipment, & space for indoor gross motor play.		
17. Offer duplicates of favorite items.		
18. Include supplies & equipment for personal care & clean-up.		

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Handout 8: Creating an Action Plan

<i>Area of practice I want to strengthen or improve</i>	<i>Action I will take</i>	<i>Resources (people and things) that can help me</i>	<i>By when</i>	<i>How I will know I'm successful</i>

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Social & Emotional Development Professional Resources

- Baker, A.C., & L.A. Manfredi-Petitt. 2004. *Relationships, the heart of quality care: Creating community among adults in early care settings*. Washington, DC: NAEYC.
- Bowman, B., Donovan, M. and Burns, M. editors. 2001. *Eager to learn: Educating our preschoolers*. Washington, D.C.: National Academies Press.
- Koplow, L. 2002. *Creating schools that heal: Real-life solutions*. New York: Teachers College Press.
- National Association for the Education of Young Children. *Preventing and responding to behaviors that challenge children and adults*. 2003. *Young Children* 58 (4): entire issue.
- Novick, R. 2002. *Nurturing emotional literacy*. *Young Children* 57 (3): 84-89.
- Shonkoff, J. and D. Phillips, 2000. *From Neurons to Neighborhoods : The Science of Early Childhood Development*. Washington, D.C: National Academies Press.
- Weinrab, M.L. 1997. *Be a resiliency mentor: You may be a lifesaver for a high-risk child*. *Young Children* 52 (2) 14-20.
- Werner E.E. and R.S. Smith. 1992. *Vulnerable but invincible: a longitudinal study of resilient children and youth*. New York: Mc Graw Hill.
- Zero to Three National Center for Clinical Infant Programs. 1992. *Heart Start: The emotional foundations of school readiness*. Arlington, VA.

Websites

- Center on the Social and Emotional Foundations for Early Learning,
<http://www.csefel.uiuc.edu/>
- Devereux Early Childhood Assessment Program, Devereux Foundation,
<http://www.devereuxearlychildhood.org/resources.html>
- Second Step: A Violence Prevention Curriculum,
<http://www.cfchildren.org/ssf/ssindex/>

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Supplemental Material

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